

Differentiation by process and product according to students' multiple intelligence (interests)

Unit Title: Animals

Lesson Title: A Visit To the Sea Turtle Rescue Centre: the loggerhead sea turtle or caretta caretta

Curriculum Area(s): Communication / Vocabulary consolidation / Speaking

According to the core curriculum for the modern languages at the Greek state school, students should be able to gradually develop the skill of communicating and cooperating with other individuals and be autonomous in learning. Students are engaged in using English to communicate their knowledge and experience by drawing, writing, dramatizing, reciting or singing and reporting issues referring to caretta caretta sea turtle. (Pupil's Book, Unit 6, p. 74)

Author: Sophia Samdanidou

Author Contact: sophia_alanon@hotmail.com

Grade Level: D class of 9th primary school of Galatsi. (Pupil's Book, Unit 6, p. 74)

Time Required: 45 minutes

Students and Settings: The target group of this lesson-plan is comprised of 17 students, 8 boys and 9 girls, of the 4th grade level of a Greek public primary school. One of them has the asperger syndrome, another student has mental retardation/immaturity and one is a slow learner. The students have been taking English lessons at school for two years. This is my second year of teaching this particular group of students and we meet three times a week.

Instructional Grouping: Flexible grouping according to student's multiple intelligences and readiness, that is homogenous as regards their type of intelligence but heterogeneous when it comes to their readiness.

Background:

In a previous lesson the Ss were asked to do the Multiple Intelligence survey for kids by Laura Candler in order to be divided in groups according to their interests and intelligences (Visual/Spatial, Bodily/Kinesthetic, Musical/Rhythmic)

In the lesson before the actual lesson the students worked on a text concerning the Loggerhead Sea Turtle. (Pupil's Book, p. 74) so as to be taught new vocabulary and facts about the turtle.

The students were also asked to fill in the K-W-L table during that lesson. At the beginning of the lesson they were asked to fill in the first column with words and facts they knew regarding the caretta caretta sea turtle (habitat, food, weight, threats, description of it) and at the end of the lesson they were asked to fill in the last column of the table with words and facts they learned during that lesson. This table was taken into consideration by the teacher so as to be sure that in each group there were students of mixed abilities (advanced, middle and lower).

Materials used for the previous lessons:

1. Multiple Intelligence survey for kids by Laura Candler (<http://www.lauracandler.com/free/misurvey>)
2. Students listened to a song: *Here we go; lyrics of a song about a baby sea turtle* (<http://www.animalsongsforkids.com/Kids-Music-Animal-Songs-Baby-Sea-Turtles-Here-We-Go/blogp...>)

Materials used for this lesson:

1. A text for the loggerhead sea turtle from the pupil's book, which was taught in the previous lesson, to be used as a source of reference to extract the facts needed for the projects.
2. Instructional worksheets for each group:

Visual / Spatial group

Bodily / Kinesthetic group

Musical / Rhythmic group

A copy of each worksheet is provided to all the members of each group. The worksheets of each group have a different colour so as to be clear for each student which group they belong to in this lesson:

Visual / Spatial group: yellow worksheets

Bodily / kinesthetic group: pink worksheets

Musical / Rhythmic group: light blue worksheets

3. a clock for reminding the students of the time required for the activities

Overview: The purpose of this lesson is to review and practice previously learned vocabulary and facts as well as to demonstrate their level of mastery of the unit content.

What will I differentiate?

Content Process Product

How will I differentiate?

I will differentiate according to students' learning styles.

As a result of this lesson/unit, according to Bloom's taxonomy,

- as a whole group, students will...

-recall previously taught vocabulary and facts

-compile caretta caretta facts on a graffiti board

- The Visual / Spatial group will...

-draw a mind map with caretta caretta facts

-report caretta caretta facts to class

- The Bodily / Kinesthetic group will...

-produce a caretta caretta story

-dramatize their caretta caretta story

- The Musical / Rhythmic group will...

-write caretta caretta lyrics

-recite the lyrics or sing their caretta caretta song

Pre-Assessment: How will you find out about where your students are at for this lesson? What will your pre-assessment look like?

- In the previous lesson

The K-W-L table is utilized to pre-assess students level of knowledge on the vocabulary and facts regarding the loggerhead sea turtle. This information is used by the teacher to form the mixed ability groups.

Name: _____ Class: _____

Date: _____

What I Know	What I Want to know	What I Learnt

- In this lesson

-Thumb it (to revise vocabulary): Have students respond with the position of their thumb to get an assessment

- upside: know a lot about this
- onside: know some

c. downside: know very little

-Yes/No cards (to revise facts): Students are given Yes and No cards. When a question is asked the students hold up Yes or No. The teacher asks someone to answer the question.

These two strategies are used to make the final arrangements of the groups regarding their readiness.

Steps in the Lesson: *Include ideas for whole-class instructions, if any; differentiated activities; sharing, etc*

Procedures / Timing:

List step-by-step what you will do in class, and what you expect the students to do. How will you provide opportunities for students to talk to each other, for example with group or pair work?

Teacher does/says . . .	Students do/say . . .	Approximate Time
T puts Ss in groups by giving them a (yellow, pink, light blue) caretta sticker, which shows each student the group they belong to according to their intelligences, interests and readiness	Ss form groups according the T's instructions	2 min.
T writes the objectives on the board and explains them to the Ss T also explains how the students will work that day.		2 min.
T has Ss revise the previously taught vocabulary and caretta facts by using the following instructional strategies: -Thumb it t(o revise vocabulary) -Yes/No cards (to revise facts)	Ss respond to the T's questions	5 min.
T hands out instructional worksheets for each group. The worksheets have the colour of each group so as to make it clear to the Ss which worksheets are of the group they belong to.	Ss read the instructional worksheets	2 min.
T circulates the class to explain the instructions to each group	Ss listen to the T's instructions and ask questions if necessary	2 min.

accordingly		
T goes round the class to help Ss with any problems they may have.	Ss carry out their tasks	15-20 min.
T asks Ss to present their work to the class	Ss make their presentations	8-10 min.
T asks the students to write a caretta fact they learned during that lesson on a caretta sticker and stick it on a graffiti board representing the sea.	Ss do the self-assessment activity	4'

Closure Activity / Wrap up: *This may be in the form of independent practice, a chance to share, or explicit restatement of the goals of the lesson.*

Students create their own "Graffiti Board of Facts". They post all the things they know about caretta caretta. Each student posts one fact he/she knew or learned in this lesson.

Reflection:

1. How does this lesson demonstrate the use of Differentiated Instruction?
2. Was it successful? Why?...Why not?
3. Was it appropriate for the age/grade level of the students?

If you do this again, what will you do differently?